**A**

These well-focused and persuasive essays address the prompt or topic directly and in a convincing manner. An essay that receives an **A** combines adherence to the topic with excellent organization, concrete examples, insight into the topic, mastery of mechanics and language and an understanding of the essential components of an effective essay. Literary devices and/or techniques are not merely listed, but the effect of those devices and/or techniques is addressed in context of the passage, poem or novel as a whole. Although not without flaws, these essays are richly detailed and stylistically resourceful, and they connect the observations to the passage, poem or novel as a whole. Descriptors that come to mind while reading this essay include: mastery, sophisticated, complex specific, specific, consistent and well-supported.

\*\*\*Note: If you write at this level, you put together the literary elements into a critical analysis and have presented it to the reader in a sophisticated manner that indicates you have a clearly developed aesthetic or rhetorical sense regarding your piece.

* A-Level Writing represents a writing level of unusual polish and style, often taking a surprising angle in developing the topic.
* **A – level writing is rare**, because it shows consistent excellence throughout a piece.
* A – level writing always surpasses assignment expectations.
* Not all students who achieve a fine performance overall receive an A.

**B**

These highly competent essays comprehend the task set forth by the prompt and respond to it directly, although some of the analysis may be implicit rather than explicit. The **B** essay is in many ways a “thinner’ version of an A paper in terms of discussion and supporting details, but it is still an impressive, cogent, and generally convincing. It may also be less well-handled in terms of organization, insight and or vocabulary. Descriptors that come to mine while reading this essay include: demonstrates a clear understanding but it less precise and less well-supported than an A paper. The essay demonstrates adherence to the task, but deviates from the course on occasion. The mechanics are sound, but may contain a few errors which may distract but do not obscure meaning. Although there may be a few minor misreadings, the inferences are for the most part accurate with no significant sustained misreadings.

\*\*\*Note: If you write at this level, you have broken the material down into constituent literary parts and detected relationships of the parts and the way they are organized.

* B Level writing represents solid, readable writing that does what the assignment asks.
* B Level writing demonstrates sufficient support for claims, logical organization, and thoughtfulness, but it is not rich in specific detail or style.
* B Level writing is relatively free of grammatical problems or careless mistakes.

**C**

These essays may be overly simplistic in analysis or rely almost exclusively on paraphrase rather than specific, textual examples. These essays may provide a plausible reading, but the analysis is implicit rather than explicit. These essays may provide a list of literary devices present in the literature, but make no effort to discuss the effect that these devices have on the poem, passage, or novel as a whole. Descriptors that come to mind when reading include: superficial, vague, and mechanical. The language is simplistic and the insight is limited or lacking in development.

\*\*\*Note: If you write at this level, you have achieved comprehension of the material and some analysis, but your analysis is not sufficiently developed.

* C Level writing represents writing that probably satisfies all the requirements of an assignment.
* C-Level writing lacks sufficient, concrete support needed to illustrate its assertions or prove its point.
* C Level writing often also shows lapses in editing proficiency and contains careless errors.

**D**

These essays make an attempt to deal with the topic but demonstrate serious weakness in content and coherence and/or syntax and mechanics. **Often, they are unacceptably short**. They are poorly written on several accounts, including numerous distracting errors in mechanics, and or little clarity, coherence, or supporting evidence.

\*\*\*Note: If you work at this level, you do not adequately comprehend the assignment and have not yet begun to work cognitively with your writing and/ or the piece of literature assigned.

**F**

These essays are wholly vacuous, inept and mechanically unsound.